



Phonemic Awareness Continuum

Easier					More Difficult
<div> <div>↓</div> <div>More Difficult</div> </div>	Isolate Sounds	Blend Sounds	Segment Sounds	Manipulate Sounds	
	Initial	Shorter word, initial continuous sound	Shorter word, initial stop sound	Adding	
	Final			Deleting	
	Medial	Longer word, initial stop sound	Longer word, initial continuous sound	Substituting	

Isolate Sounds

- The ability to recognize the separate phonemes (sounds) in a word
 - cat has 3 phonemes: /k/ - /a/ - /t/
- When working with students on this skill, it is easiest for them to recognize sounds before being able to produce them
 - Which of these pictures begins with the sound /m/?
- Isolating beginning sounds is the easiest, then final sounds and lastly medial (middle) sounds
 - What is the first sound in sun? /s/
 - What is the final sound in clock? /k/
 - What is the medial sound in map? /a/

Blend Sounds

- The ability to hear separate sounds and blend (combine) them to make a word
 - /k/ - /a/ - /t/ = cat
- When working with students on this skill, it is easiest for them to blend words with initial continuous sounds
 - f, h, l, m, n, r, s, v, w, y, z





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- Later, the stop sounds can be added
 - b, c, d, g, k, p, t
- Lastly, have students blend words with consonant blends
 - e.g., sl, sp, -mp, -st, cl, bl, pr...

Segment Sounds

- The ability to hear a whole word tap or count out the phonemes in the word and say each phoneme in isolation
 - cat has 3 sounds; they are /k/ - /a/ - /t/
- Shorter words are easier than longer words
 - at vs. splat

Manipulate Sounds

- The ability to manipulate sounds to form different words by adding, deleting or substituting sounds in a given word.
- Easiest to more difficult
 - Adding sounds is the easiest skill, followed by deleting sounds and lastly by substituting sounds
 - Shorter words are easier than longer words; words with consonant blends are more difficult
 - Initial sounds are easiest, followed by final sounds and lastly medial or internal sounds
 - Say ant. Now say ant with a /p/ at the beginning.
 - Say car. Now say car with a /t/ at the end.
 - Say ran. Now say ran without the /r/.
 - Say clamp. Now say clamp without the /p/
 - Say plain. Now say plain without the /l/
 - Say bag. Now say bag but change the /b/ to /r/
 - Say sad. Now say sad but change the /d/ to /p/
 - Say clock. Now say clock but change the /o/ to /i/